

Pupil Premium Strategy Statement (2019-20) - Reviewed



1. Summary information					
School	Eccleston Mere Primary School				
Academic Year	2019-20	Total PP budget	£91,053 (allocated)	Date for next internal review of this strategy (reviewed by link governor in July 2020)	Reviewed June2020
Total number of pupils	449 (including Nursery)	Number of pupils eligible for PP	59		

2. Current attainment				
	<i>PP (School)</i>	<i>PP (National)</i>	<i>All Pupils (School)</i>	<i>All Pupils (National)</i>
Year 1 – 4 pupils				
2020 – results in December				
% achieving the expected standard in phonics	75%	84%	83%	82%
KS1 – 11 pupils				
2020 – unvalidated results – 5 pupils				
% achieving expected standard or above in reading	82% 40%	78%	78% 84%	75%
% achieving expected standard or above in writing	82% 20%	73%	80% 78%	69%
% achieving expected standard or above in maths	82% 80%	79%	83% 84%	76%
KS2 – 10 pupils				
2020 – unvalidated results – 11 pupils				
% achieving expected standard or above in reading	40% 82%	78%	67% 85%	73%
% achieving expected standard or above in writing	60% 64%	83%	81% 83%	78%
% achieving expected standard or above in maths	60% 73%	84%	74% 79%	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Difficulties with speech and language, and/or early development delay, upon entry into EYFS, resulting in below average attainment in terms of GLD (p/p), as well as limited vocabulary moving through the school.
B.	Reading attainment and progress for children in receipt of PP funding in KS2, are significantly below (<i>validated data, 2019</i>) national averages, with particular barriers proving to be reading fluency, inference and understanding vocabulary. In support of this, continue to ensure that children in receipt of PP funding are reaching the expected standard in phonics in Year 1, so enabling these children to access the wider English curriculum fully by Year 2 and beyond.
C.	Writing attainment and progress for children in receipt of PP funding in KS2, are below national averages (<i>2019 and 2020</i>), with a particular focus on children reaching the expected standard.
D.	Maths attainment and progress for children in receipt of PP funding in KS2, are below national averages (<i>2019 and 2020</i>). This is having a detrimental effect on pupils' ability to access age-related National Curriculum content in later years.
E.	Behaviour and emotional well-being of internally identified PP pupils is having a detrimental effect on their attainment and progress.

External barriers (issues which also require action outside school, such as low attendance rates)

F.	Whilst the attendance rates of children in receipt of PP funding is not markedly different to non-PP pupils, the attendance and punctuality of PP children remains a priority.
G.	The percentage of parents, whose children are in receipt of PP funding, attending school events / meetings is lower than that of non-PP families (in terms of SATS meetings, Love to Learn sessions, Parents' Evenings). <i>*based on 2019 attendance.</i>
H.	The percentage of PP-eligible pupils accessing the range of extra-curricular experiences / visits on offer at the school is lower than that of other pupils. This limits the wider opportunities these pupils have to develop the talents, interests and cultural capital. <i>*based on 2019 attendance.</i>

4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Improved outcomes at the end of EYFS for pupils in receipt of P/P funding, through supported interventions regarding vocabulary and early skills.	-PP attainment (of ELG's) in line with national averages, having been supported additionally.
B.	Improved quality of teaching and learning of reading in KS1 and KS2 (including phonics). Consistency in approach of teaching reading. Improvements in attainment and progress for all, including PP pupils.	-To maintain improvements in phonics, achieving in line with national averages (82%). -Improvements in reading approach / consistency in KS2, evidenced through monitoring of folders and sessions. -Improved PP attainment in KS2, aiming for 70% (a 30% increase on last year).
C.	Improved quality and consistency of teaching and learning of writing in KS2. Improvements in attainment and progress for all, including PP pupils.	-Improvements in writing quality / consistency in KS2, evidenced through moderation of pieces of work. -Improved attainment for P/P children in KS2, aiming for 75% in KS2 (a 15% increase on 2019 and consolidating the 82% last year).
D.	Improved quality of teaching and learning of mathematics. Consistency in approach of teaching mathematics in KS1 and KS2. Sufficient resources available for delivering mathematics. Regular	-Improvements in resources, in terms of manipulatives to be evident by Spring term. Monitoring to show an increased use of reasoning and

	opportunities for pupils to reason and problem solve in order to gain conceptual understanding, consolidate learning and master mathematics concepts. Improvements in attainment and progress for all, including PP pupils.	problem solving in books. -Improved PP attainment in KS2, aiming at 75-80% (a 15%-20% increase on 2019 and a further improvement on 2020)..
E.	Improved behaviour of internally identified pupils. An increase in self-esteem. More secure friendship groups for internally identified pupils. A reduction in the number of low-level behaviour incidents involving internally identified pupils.	A reduction of incidents (targeting 25%) for 80% of targeted PP children.
F.	Maintaining above 96% average attendance percentage. A further reduction in the number of PP pupils classified as persistently absent and an overall improvement in attendance for PP pupils.	The overall school attendance figure will be at or above 96%, with the same expectation of PP children. A further reduction in the number of persistently absent PP pupils from 2018-2019 validated figures.
G.	Increased parental engagement with school (i.e. Parents' Evening; SATS meetings; Phonics meetings and Love to Learn sessions).	Increased parental engagement, through use of pastoral manager. All parents of PP children to receive information from school events missed.
H	Increasing the number of P/P children attending extra-curricular opportunities.	An increase in sports / club participation by 10%, whilst ensuring that all children are offered funding towards educational visits were required.

5. Planned expenditure

Academic year

2019-20

The headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead / resources / cost	Review
<p>B. Improved quality of teaching and learning of reading in KS1 and KS2. Consistency in approach of teaching reading. Improvements in attainment and progress for all, including PP pupils.</p>	<p>Continuation of small- group delivery of RWI in Year 1.</p> <p>Roll-out of Reading Plus as an approach to reading across KS2, including resourcing / deployment of I-Pads.</p> <p>Ensure delivery of daily reading, using resources from Literacy Shed; Cracking Comprehension and ORT.</p>	<p>Research (NFER) – ‘Building Block 3’ – High Quality Teaching for All. EEF Research – Reading Comprehension (5 months) Phonics (+4 months).</p> <p>Rationale – the approach to RWI delivery has had a significant impact and so will be continued (69%-81% pass rate, validated).</p> <p>Attainment and progress in reading at KS2 is below national averages (validated), whilst improving last year. Looking to validate this improvement.</p> <p>(PP and non-PP) Internal monitoring indicated a need to replenish reading resources. From 2019-20 and continuing this year, school has adopted a new reading approach, in response to validated 2018-19 data.</p>	<ul style="list-style-type: none"> -Learning walks -Pupil progress meetings -Evidence scrutiny -Lesson observations -Pupil voice -CPD for teachers -Purchase of relevant resources. 	<p>KP / TD RM / JMc / SC 5 TA’s delivering RWI (2.5hrs per week) – £6,400</p> <p>Literacy Shed subscription- £273</p> <p>Reading Plus subscription- £4,500 (of 3yr subscription)</p>	<p>RWI sessions in KS1 were delivered in small groups, as previously, with little interruption. Phonics scores were 82%, although PP attainment was 25% (1 of 4).</p> <p>Reading plus was utilised by all KS2 pupils in school whilst being promoted at home.</p> <p>In KS2 Reading was delivered daily, with the quality monitored and found to be of a high standard.</p> <p>PP attainment in Reading was significantly improved upon the previous year, at 82% by the end of school.</p>

<p>C. Improved quality and consistency of teaching and learning of writing in KS2. Improvements in attainment and progress for all, including PP pupils.</p>	<p>Development of 'Pathways to Write' across school.</p> <p>Creation of common assessment framework (internally).</p> <p>Improving the accuracy of internal writing assessment.</p>	<p>Research (NFER) – 'Building Block 3' – High Quality Teaching for All.</p> <p>Rationale – Although writing attainment improved last year in KS2, attainment across KS2 was variable, whilst P/P attainment and progress in KS2 was below national averages (2019 and 2020).</p>	<ul style="list-style-type: none"> -Learning walks -Pupil progress meetings -Evidence scrutiny -Lesson observations -Pupil voice -CPD for teachers -Purchase of relevant resources. 	<p><u>KP / RM</u></p> <p>Use of LA SLE to devise assessment framework- no cost.</p> <p>CPD for moderation and assessment of writing- £500</p> <p>Use of L3 TA in Year 6 (0.5) to deliver small group support- £8,000</p>	<p>Common assessment framework for writing created in conjunction with LLE.</p> <p>Attainment across KS2 now consistent, resulting in attainment of 83% in KS2, with 26% GDS. PP attainment was 73%, which was a significant improvement on previous year.</p> <p><i>Action – Improving PP attainment at KS1- only 20% this year (although case studies created for these children).</i></p>
<p>D. Improved quality of teaching and learning of mathematics. Consistency in approach of teaching mathematics in KS1 and KS2. Sufficient resources available for delivering mathematics. Regular opportunities for pupils to reason and problem solve in order to gain conceptual understanding, consolidate learning and master mathematics concepts. Improvements in attainment and progress for all, including PP pupils.</p>	<p>Quality first teaching for all pupils through the continued development of White Rose Maths (from CPD opportunities).</p> <p>Provide professional development for teachers.</p> <p>Deployment of teaching assistant support in Year 6, to support the delivery / consolidation of concepts.</p>	<p>Research (NFER) – 'Building Block 3/5' – High Quality Teaching for All. Deploy Staff Effectively. EEF Research – Mastery learning (+5 months).</p> <p>Rationale- Although pupil premium attainment in KS1 is above national average (both 2019 and 2020), in KS2, attainment is below national average, and progress of pupil premium children needs to be improved.</p> <p>White Rose Maths is being used across school, but internal monitoring shows that use of manipulatives and the mastery approach to Maths needs to be more consistent.</p>	<ul style="list-style-type: none"> -Learning walks -Pupil progress meetings -Evidence scrutiny -Lesson observations -Pupil voice -CPD for teachers -Purchase of relevant resources. 	<p>AMc / RM</p> <p>CPD opportunities for WRM - £1,000 (allocated).</p> <p>Year 6 Maths Revision workbooks to support learning £1000</p> <p>Use of L3 TA (0.5) in Year 6 (costed above)</p> <p>Use of L2 TA in Year 1, Year 4- £26,000</p>	<p>White Rose Maths usage developed further, through support from the Maths Hub- focusing on 'Developing Mastery'. CPD has continued throughout the pandemic.</p> <p>PP attainment in Maths has improved upon previous, now at 64% in KS2 - aim to continue to close the gap between PP and overall attainment. PP attainment in KS1 remains strong, at 80%.</p>
Total budgeted cost					£47,673

ii) Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead / Resources and Cost	Review
B. Improved quality of teaching and learning of reading in KS1 and KS2. Consistency in approach of teaching reading. Improvements in attainment and progress for all, including PP pupils.	-Year 6 Reading boosters, inclusive of P/P pupils.	Research (NFER) – ‘Building Block 5’ Deploy Staff Effectively. Rationale- Initial assessment data indicates that a significant proportion of Year 6 PP children were behind their targets for reading, based on prior data.	-Use of pre and post intervention assessments -Monitoring of interventions (learning walks and observations) -Pupil progress meetings	RM Cost of Reading boosters (staffing) - £300	Reading boosters began in January, but stopped in March (lockdown). Impact of these groups can be seen through improvements in PP reading attainment- 82%.
D. Improved quality of teaching and learning of mathematics. Regular opportunities for pupils to reason and problem solve in order to gain understanding, consolidate learning and master mathematics concepts.	-First Class at Number intervention. -Success at Arithmetic intervention. -Year 6 Maths boosters, inclusive of P/P pupils	Research (NFER) – ‘Building Block 5’ Deploy Staff Effectively. EEF Research – Mastery learning (+5 months). Rationale: internal data highlighted groups of children who were not meeting targets. Coupled with QLA, interventions were then implemented to address areas of development. At present, these interventions have been shortened to ensure children do not miss other curriculum areas.	-Use of pre and post intervention assessments. -Monitoring of interventions (learning walks and observations) -Pupil progress meetings	<u>AK</u> Intervention training - £600 L2 TA (x 2 days) - £11,500 Cost of Maths boosters (staffing) - £300	Small number of sessions of First Class at Number / Success in Arithmetic took place – impact hard to quantify. Maths boosters began in January, but stopped in March (lockdown). Impact of these groups can be seen through improvements in PP maths attainment, which improved to 64% (further improvement sought).
E. Improved behaviour of internally identified pupils. An increase in self-esteem. More secure friendship groups for internally identified pupils. A reduction in the number of low-level behaviour incidents.	-Provision of a full-time learning mentor. -Engage the services of an educational psychologist. -Use the BIT service to assist with complex behavioural issues. -Implementation of CPOMS to monitor the behaviour of key groups.	Research (NFER) Building Block 2/4 Addressing behaviour and attendance, Meeting individual needs. EEF research- Social and emotional learning (+4 months) Behaviour Interventions (+3 months). Rationale: A significant proportion of PP children have presented behavioural issues within the previous 12 months, impacting upon learning.	-Monitoring of behavioural logs (CPOMS). -Pupil and parent voice. -Review actions generated from external agencies. -Monitor the implementation of actions / recommendations.	<u>DR / AN</u> Annual service agreement with the BIT team - £1,500 Pastoral manager - £15,000 (3/5 of allocated pay). EP time - £1,260	Behaviour logs demonstrate a decline in the number of incidents across school, inclusive of PP children. PP children targeted for positive intervention and logs kept / action plans created. Case studies indicate pupils who directly benefitted from this provision.

<p>F. Maintaining above 96% average attendance percentage. A further reduction in the number of PP pupils classified as persistently absent and an overall improvement in attendance for PP pupils.</p>	<p>-Engage the services of the LA Education Welfare Service each week, to support families with improving attendance and pupil welfare. -‘Late Gates’ and scheduled meetings for parents of PA’s/ lates. -Strategies in school to reinforce attendance and punctuality e.g half-termly class treat, individual termly certificates.</p>	<p>Research (NFER) – ‘Building Block 2 / 4’ – Addressing behaviour and attendance. Meeting individual needs.</p> <p>Rationale: As a result of EWS use, alongside other interventions, attendance reached above national averages, including P/P attendance. Strategies to continue and to be built upon.</p>	<p>Weekly attendance monitoring.</p> <p>Termly attendance reporting to be reviewed.</p> <p>Welfare meetings to be arranged by EWS.</p>	<p><u>DR/ ML / RM / EWS</u></p> <p>-EWS Service (1 half day weekly) = £4000</p> <p>-Pastoral Manager (accounted for in other costings).</p>	<p>Attendance reporting affected by partial closure.</p> <p>Prior to this:</p>
<p>G. Increased parental engagement with school (i.e. Parents’ Evening; SATS meetings; Phonics meetings and Love to Learn sessions).</p>	<p>-Ensure effective communication with parents before events. -Registers of attendees followed up with letters - Further invitation times extended to PP families / information sent by post.</p>	<p>RESEARCH: NFER Building Block 1 – Whole-school ethos of attainment for all.</p> <p>Rationale: Data from last year indicated that PP children whose families engaged with school re) assessments performed better than those who did not (on average).</p>	<p>-Registers of parental attendance.</p>	<p><u>DR / RM / AK / JMc</u></p> <p>-Use of SchoolComms system to communicate with parents via an app / online messaging- £1300 (see below also).</p>	<p>Parental engagement in parents evenings was 72% overall, with 86% of PP parents engaging with follow-up interactions.</p> <p>SATS and Phonics meeting did not take place.</p>
<p>H. Increasing the number of P/P children attending extra-curricular opportunities.</p>	<p>-Using app, ensure that PP families have reduced / no cost for some visits. -Inform PP families of subsidies to support.</p>	<p>Rationale:</p>	<p>-Monitoring trip registers. -Auditing and evaluating club registers, against last years.</p>	<p><u>EB / RM</u></p> <p>-£2000 allocated to subsidise costs of school trips / tuition, emergency use of B/Club and A/S Club.</p>	<p>Many P/P families utilised this fund, in Autumn.</p> <p>However, various trips did not go ahead in Summer Term as trips were refunded.</p>
<p>Total budgeted cost</p>					<p>£37,760</p>

iii) Other support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead / Resources and Cost	Review
A-D – Reading, Writing, Maths and GLD improvements.	<ul style="list-style-type: none"> -Use of FFT Aspire to set aspirational targets, based on prior attainment. -Use of Insight tracking system to track the progress and attainment of pupils. 	<p>Research (NFER) – ‘Building Block 5’ Deploy Staff Effectively.</p>	<ul style="list-style-type: none"> -Use of pre and post intervention assessments -Monitoring of interventions (learning walks and observations) -Pupil progress meetings 	<p><u>JMc</u></p> <p>CPD costs associated with FFT- £350</p> <p>FFT aspire subscription- £450</p> <p>Insight Tracking System- £1795</p>	<p>At the end of KS2, the percentage of PP children achieving in Reading and Maths was comparable to all pupils.</p> <p>Writing percentages improved but remain a target.</p> <p>The impact of other interventions is difficult to ascertain, owing to the school’s partial closure.</p>
E - Improved behaviour of internally identified pupils (PP children).	<ul style="list-style-type: none"> -Use of 1-1 support to promote positive behaviour. -Use of additional lunchtime supervision to support positive behaviour. 	<p>Research (NFER)- ‘Building Block 4’- Meeting Individual Needs.</p> <p>Rationale: A small group of P/P child identified as having behavioural needs are supported, enabling them to make more progress and to access learning, as well as improving mental wellbeing at lunchtime.</p>	<ul style="list-style-type: none"> -Behaviour logs (CPOMS) -Internal tracking data / pupil progress meetings. -Other meetings (PSP meetings / reviews) 	<p><u>DR</u></p> <p>Additional lunchtime supervision (3x1hr per day)- £4875</p>	<p>Behaviour of identified pupils resulted in all identified pupils experiencing fewer issues / incidents (of 6, only 1 did not show improvement – SEND team involvement).</p>
Total budgeted cost					£7470
					£92903